

Grade 9 Art: Foundations of Visual Arts
Curriculum Project
EDUC 551

TOPIC:

I chose to revise a very basic, unit curriculum that I created as an undergraduate student: Grade 9 Art - Foundations of Art. This curriculum was created without clear goals or objectives.

STANDARDS:

I referenced the National Visual Arts Standards and the U.S. Academic Decathlon (USDA) National Curriculum and Content Standards in combination with Brownell-Talbot School's and Lincoln Lutheran School's mission, philosophy, and goals through the development of this project.

MOTIVATION:

I recently accepted the position as the junior high and high school art teacher at Lincoln Lutheran and have taken on the task of redesigning the art curriculum for grades 6-12. This curriculum project provided a great opportunity to include all of the aspects influencing curriculum design from this course and the other courses I have completed in the Curriculum and Instruction Program. I enrolled in this program because I have an interest in researching the influences of curriculum development.

I am also motivated to redesign the art curriculum because of contemporary thoughts on the subject of visual arts in schools. Many art advocates are arguing that art is no longer being taught for art's sake because art class is being used to help teach core subjects to prepare students for testing. I believe that an art curriculum can be developed which positions art as art, but also incorporates integrated instruction. I am attempting to develop a curriculum (over the next several years) that upholds art for art's sake, but as I define art today, art education would incorporate teaching students about integrated instruction and engaging higher order thinking skills to solve problems. Cutting the art program and having students color maps in geography class is not art. Working with the science teachers to have students conduct research to create aesthetically pleasing Rube Goldberg Project Videos would be in alignment with what art is today. Contemporary artists serve as social commentators, usually working in areas such as Bio Art (art and science). They are working to bring societal issues to the public's attention, but before they can present their case, they must conduct research outside of the area of art.

GOAL:

Lincoln Lutheran's art program will be transitioning from an art-for-art's-sake curriculum to a 21st Century Learning Skills curriculum composed of critical thinking, problem solving, individual and collaborative research methods, and creative/innovative thinking. It is my goal to create a curriculum that promotes art class as a vehicle for teaching metacognition. This curriculum should also promote subject integration, community involvement, and process. It is also my goal to create a differentiated curriculum which

is adaptable to the needs of the students, while each achieves the same high standards.

Grade 9 Art - Foundations of Art

- 1) Define Classroom Rules & Expectations
- 2) Rubric of Assignments and Requirements/Expectations
 - a) Classroom Behavior
 - b) Classroom Participation
 - c) Critiques
 - d) Sketchbook, Process, & Exploration
 - e) Individual Assignments
 - f) Event Participation
- 3) Sketchbook Assignments
- 4) Overarching Theme: Elements & Principles of Design through the Creative Process
 - a) Material Collections
 - b) Photography Hunt
 - c) Drawing & Collage Exercises
- 5) Individual Assignments

Goals & Objectives

-Promote self-awareness and achievement in alignment with each student's abilities, interests, and gifts through differentiated instruction and by teaching metacognition.

-Implement a rigorous curriculum that develops critical thinking and decision making skills which will prepare students for success in a rapidly changing, globalized world.

-Provide a Christ-Centered education which prepares students to make ethical decisions.

Elements of Design: Line, Color, Texture, Shape, Form, Value, and Size.

Principles of Design: Center of Interest, Balance, Harmony/Unity, Contrast, Directional Movement, and Rhythm.

Composition: The orderly arrangement of the elements using the principles of design.

Incremental Goals for Grades 6-12

- 1) Build a learning platform following a disciplined-based approach by teaching the Elements and Principles of Design.
- 2) Promote self-reflection & constructive criticism of peer's work during small-group and/or class critiques. Develop language and communication skills and well articulated thoughts.
- 3) Develop research skills and methods for process for product development.
- 4) Develop critical thinking skills for problem solving:
 - Promote inquiry, brainstorming, collaboration, subject integration, critiques, material/image/texture collections, photography, collages, word webs, trial and error, content research...

- 5) Develop a deep understanding of the arts through the study of art history, contemporary art, and what role art has had and is holding in societies and cultures.
- 6) Encourage the growth from concrete to abstract and abstract to conceptual thinking.
- 7) Develop an understanding and appreciation of various cultures and traditions.
- 8) Promote the collaboration of students, teachers, parents, and community members in community projects.

Culminating Objectives:

Students will be able to recognize, define, and successfully implement the Elements and Principles of Design. Students will be able to brainstorm topics of interest, research the topic through various avenues of data collection, interpret the data considering their personal history, experiences, and religious beliefs, implement the Elements and Principles of Design in a visual art work utilizing specific materials to manifest their conceptual ideas, self-evaluate throughout the process and make adjustments as needed.

Curriculum Project
EDUC 551
18 Weeks | Monday-Friday | 90 Block Scheduling

Grade 9 Art - Foundations of Visual Arts

Course Description: This introductory class seeks to instill an appreciation and understanding of the role art holds in history, culture, and contemporary society through the study of artists and the influences of cultures throughout history and today. Students will work in a variety of mediums to create work that conveys content through the use of specific materials.

Course Objective

Students will demonstrate the identification and implementation of the Elements and Principles of Design through an exploration of media for assigned research and creative projects. Students will display their knowledge through image and material collections and also through class discussions of historical and contemporary artwork, class critiques, and self-evaluation of student art work by successfully completing major and minor objectives.

Unit One: Elements & Principles of Design and the Process of Art Making

2 Weeks

Major Objective: Students will identify and implement the use of the Elements and Principles of Design using provided and collected images and materials. After researching their cultural heritage, students will create a culturally inspired 10"x10" printed composition from Photoshop, developed from their scanned drawings of their collages, demonstrating effective use of the Elements and Principles of Design meeting at least 80% proficiency on the provided assessment rubric.

Steps:

- 1) Students will practice implementing the Elements and Principles of Design into compositions by creating 10"x10" collages from their collected materials in their sketchbooks.
- 2) In their sketchbooks, students will create experimental 10"x10" graphite drawings tracing their collages and by re-arranging visual elements.
- 3) Throughout the creative process, students should seek constructive feed-back from peers and instructor and revise their work as they choose through self-evaluation. Students will evaluate the use of the Elements and Principles of Design in their peers' compositions during the class critique.

Week One: Elements & Principles of Design and the Process of Art Making

Day #1 | Topic: Introductions & develop classroom rules. Introduction to the purpose of art in history, culture, and society. Contemporary topics of interest.

Introductions & Movement Game: name, favorite type of food, a life-goal, what you want to do for a career, where you would live or travel...

Time: 30min

Materials: beanbag or ball

Develop classroom rules: Students work in small groups to compile a list of classroom rules on a poster board. Groups present their rules and reasoning and as a class, we vote on the rules. A combined list we be created for the class overnight and students will sign it.

Time: 30min

Materials: Poster boards, markers, tape

Introduction to the purpose of art in history, culture, and society: Short, interactive lecture on art throughout history, culture, and society and discussion of contemporary topics of interest.

Time: 30min

Materials: Chalk, sketchbooks, writing utensils

Minor Objective: In your sketchbook, take notes on the introduction lecture and class discussion noting topics which interest you. Develop at least three topics of interest: 1) Topic, 2) Why you are interested, 3) What do you want to say about the topic and to whom?

Day #2 | Topic: Introduction to the Elements and Principles of Design. An exploration throughout history, nature, and contemporary design. Demo-day. Assign heritage research.

Introduce, explain, and show examples of the Elements and Principles of Design.

Time: 30min

Materials: TV screen, iPad, sketchbooks, writing utensil, magazine

Demo unit process/research project: Show example process/cultural heritage research project and demonstrate how to collect materials, create collages, manipulate drawings, scan, use Photoshop, print. Conduct experimental critique.

Time: 60min

Materials: Entire example project, sketchbook, writing utensil, computer, scanner, Photoshop, printer, T pins

Minor Objective: In your sketchbook, compile a list of all the Elements and Principles of Design presented in the class lecture with 100% accuracy.

Day #3 | Topic: Gathering resources and making collage sketches. Continue cultural heritage research.

Time for review and questions

Time: 8min

Students will collect resources from magazines and construct collages in sketchbooks. Encourage students to seek peer feedback, self-evaluate their work, and revise.

Time: 70min

Materials: Cultural heritage information, sketchbooks, rulers, glue, magazines, scissors, pencils, list of Elements and Principles of Design

Clean-Up Time: 12min

Minor Objective: Referencing the Elements and Principles of Design, collect multiple examples of each Element and then create 5, 10"x10" collages (inspired by design patterns from your cultural heritage) using the Elements in combination with the Principles, in your sketchbook, to create an aesthetically successful composition.

Day #4 | Topic: Day #3 Continued...

Students will collect resources from magazines and construct collages in sketchbooks. Encourage students to seek peer feedback, self-evaluate their work, and revise.

Time: 78min

Materials: Cultural heritage information, sketchbooks, rulers, glue, magazines, scissors, pencils, list of Elements and Principles of Design

Clean-Up Time: 12min

Minor Objective: Students will continue to practice implementing the Elements and Principles of Design into compositions by creating 5, 10"x10" collages from their collected materials in their sketchbooks.

Day #5 | Topic: Begin work on process drawings.

Provide students with tracing paper so they can trace and rearrange elements in the collages to create a composition. Encourage students to seek peer feedback, self-evaluate their work, and revise.

Time: 78min

Materials: Sketchbook, pencil, ruler, eraser, tracing paper, collages

Clean-Up Time: 12min

Minor Objective: Minor Objective: Identify your collage that most successfully displays the Elements and Principles of Design to create experimental graphite

drawings from it using tracing paper. Seek feedback, self-evaluate using your list of the Elements and Principles of Design, and revise.

Week Two: Elements & Principles of Design and the Process of Art Making

Day #1 | Topic: Week One, Day #5 Continued...

Minor Objective: Continue in your sketchbooks to create experimental 10"x10" graphite drawings tracing your collages and by re-arranging visual elements.

Day #2 | Topic: Week One, Day #5 Continued...

Minor Objective: Continue in your sketchbooks to create experimental 10"x10" graphite drawings tracing your collages and by re-arranging visual elements.

Day #3 | Topic: Scanning, Photoshop, printing, and feedback. Continued work on drawing if needed.

Students finish up drawings and begin to scan drawings, utilize tools in Photoshop to enhance the composition, and print.

Time: 80min

Materials: Drawing, computer scanner, Photoshop, printer

Clean-Up Time: 10min

Minor Objective: Using the computer and scanner, scan your drawing into Photoshop and use the tools to enhance your design by intensifying colors or varying line quality.

Day #4 | Topic: Day #3 Continued...

Day #5 | Topic: Class critiques. Reflective learning and sketchbooks.

Students will hang their work for critiques, present their process work and final piece and discuss their cultural heritage in relation to the piece and how it influenced the design showing examples from their research. Students give constructive criticism on each other's work and take notes.

Time:

Hanging work: 5min group #1 | Presenting & Discussing Work: 25min

Transition to group #2: 8min | Presenting & Discussing Work: 20min

Transition to group #3: 7min | Presenting & Discussing Work: 20min

Take Down: 5min

Materials: T pins, process work, sketchbook, writing utensil

Minor Objective: Present your process work and finalized piece to the class in a clear, organized manner (as defined in the assessment rubric).

Minor Objective: Referencing the Elements and Principles of Design, evaluate your peers' 10"x10" printed design and process work, providing constructive criticism for at least three other students.

Minor Objective: Take notes in your sketchbook about your critique and specify which peer observations you agree with/disagree with and what action you will take in revising your work.

Objectives:

-Promote self-awareness and achievement in alignment with each student's abilities, interests, and gifts through differentiated instruction and by teaching metacognition.

-Implement a rigorous curriculum that develops critical thinking and decision making skills which will prepare students for success in a rapidly changing, globalized world.

-Provide a Christ-Centered education which prepares students to make ethical decisions.

Elements of Design: Line, Color, Texture, Shape, Form, Value, and Size.

Principles of Design: Center of Interest, Balance, Harmony/Unity, Contrast, Directional Movement, and Rhythm.

Composition: The orderly arrangement of the elements using the principles of design.

- 1) Build a learning platform following a disciplined-based approach by teaching the Elements and Principles of Design.
- 2) Promote self-reflection & constructive criticism of peer's work during small-group and/or class critiques. Develop language and communication skills and well articulated thoughts.
- 3) Develop research skills and methods for process for product development.
- 4) Develop critical thinking skills for problem solving:
 - Promote inquiry, brainstorming, collaboration, subject integration, critiques, material/image/texture collections, photography, collages, word webs, trial and error, content research...
- 5) Develop a deep understanding of the arts through the study of art history, contemporary art, and what role art has had and is holding in societies and cultures.
- 6) Encourage the growth from concrete to abstract and abstract to conceptual thinking.
- 7) Develop an understanding and appreciation of various cultures and traditions.
- 8) Promote the collaboration of students, teachers, parents, and community members in community projects.

Students will be able to recognize, define, and successfully implement the Elements and Principles of Design.

Goal:

Students will be able to brainstorm topics of interest, research the topic through various avenues of data collection, interpret the data considering their personal history, experiences, and religious beliefs, implement the Elements and Principles of Design in a visual art work utilizing specific materials to manifest their conceptual ideas, self-evaluate throughout the process and make adjustments as needed.

Minor Objective: Introduction to purpose of art in history, culture, and society.

Minor Objective: Introduction to Elements and Principles of Design.

Demo: project & process example

Minor Objective: Collections & sketchbook collages

Discuss in groups of three each other's ideas and process. Reflect and revise. Constructive feedback.

Minor Objective: collage and draw/tracing paper and scan

Minor Objective: photoshop

Class critiques

Materials:

References

Unit Curriculum Map

http://www.lackawannaschools.org/cms/lib/NY19000337/Centricity/ModuleInstance/852/Curriculum_Map_Template.pdf retrieved 4/1/12

Lackawanna City School District <http://www.lackawannaschools.org/page/71>

Copyright 2002-2012 Schoolwires, Inc.

245 South Shore Boulevard Lackawanna, NY 14218

-adapted curriculum map template